



**SPEECH FUNCTION ANALYSIS OF TEACHER-STUDENT  
INTERACTION IN AN IMMERSION CLASS AT VIRGINIA  
TECH LANGUAGE AND CULTURE INSTITUTE**

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2013**



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LANGUAGE AND CULTURE INSTITUTE**

**SKRIPSI**

**Presented to the University of Muria Kudus  
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Program in English Education**



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## **MOTTO AND DEDICATION**

### **MOTTO**

“Think positive and do better. Dissatisfaction is just because of ourselves who put high expectation of something.”

### **DEDICATION**

I would like to dedicate this skripsi to:

- Allah Almighty
- Honorable parents, H. Noor Rofiq and Hj. Muntamah
- Cherished brother and sisters, Master Akhsirata, Zela, Ines, Imel, and Hara.
- Special beloved, Much Harun.
- Buddies and friends ever.
- Alma Mater.

## ADVISORS' APPROVAL

This is to certify that the Sarjana skripsi of Arina Azkiya has been approved by the thesis advisors for further approval by the Examining Committee.

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First, let me express gratitude to Allah, the almighty for grace and guidance so that I could finish this research in a good way and bring me to learn many things in the process. Second, my sholawat and salutation is always given to lovely prophet Muhammad who is obviously waited for his help in the end of the world. Third, I'm so proud of my parents. I'm personally very grateful to them as the best special inspiration in my life. I also thank Drs. Susilo Raharjo, S.Pd, M.Pd as the Dean of Teacher Training and Education Faculty. the advisors, Mrs. Fitri Budi Suryani and Mr. Agung Dwi Nurcahyo; all of lecturers, friends, and people that assisted me a lot. I am without any kindness of them and others who cannot be mentioned is nothing.

By means of this research, I have a noble intention that it can be useful for any reader to help understanding more and easily regarding the topic I investigated. I analyzed in area of functional grammar especially Mood type and speech function. I have made clear explanation supported by example, percentage and narrative. Chapter two leads to map the research finding through simple table. I close it with explicit conclusion and suggestion as the last discussion.

Nevertheles, human is the subject of lack. The eternally perfection will always have been owned by the Lord of the universe, Allah. Yet other people control each other thus I deserve critic to improve idea for the next research via email at [arina.azkiya@yahoo.com](mailto:arina.azkiya@yahoo.com).

The writer,  
Arina Azkiya

## ABSTRACT

Arina Azkiya. 2013. *Speech Function Analysis of Teacher-Student Interaction in an Immersion Class at Virginia Tech Language and Culture Institute*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors (i) Fitri Budi Suryani, SS, M.Pd. (ii) Agung Dwi Nurcahyo, SS, M.Pd.

Key words: Functional Grammar, Interpersonal Meaning, Mood, Speech Function.

In interacting with one another, we enter into arrange of interpersonal relationships, choosing among semantic strategies such as cajoling, persuading, enticing, requesting, ordering, suggesting, asserting, insisting, doubting, and so on. The grammar provides us with the basic resource for expressing these speech functions, in the form of a highly generalized set of clause system referred to as Mood.

This research is aimed to find out the mood types and speech functions found in an immersion class activity at Virginia Tech Language and Culture Institute which was held on November 2011. Using systematic-Functional Grammar, it was analyzed through identification of clause Mood structures then being classified into four kinds of speech function; Statement, Question, Command and Offer.

This is a qualitative research. The data source in this research is an audio recording of an immersion whereas clause becomes the data of analysis. To analyze data I did some steps. They are: (i) Recording the class, (ii) Transcribe the data source gotten, (iii) Analyzing Mood elements, (iv) Analyzing kinds of speech function, (v) Counting the percentages each Mood types and speech functions.

The research finding shows that this analysis has found 701 clauses which had been categorized into Mood types that consist of 520 declarative clauses (74%), 46 polar interrogative clauses (7%), 42 Wh-Question clauses (6%), 93 imperative clauses (13%) and none of exclamative clause at all (0%). The same data analyzed also indicates kinds of speech function which are divided into four specifications. They are 520 statements (74%), 88 questions (13%) and 93 commands (13%), whereas there is no offer being used during teaching and learning process in the class (0%).

The percentage demonstrates that three fourth of total clause appears as statement where it is proved that declaratives is dominant. Both teacher and student mostly shared information. Demanding information appeared in the form of question activity which is used as many as commanding to demand goods and service. There is no offer expressed by both who did interaction. By understanding this research, hopefully readers can improve attitude of interaction better by implementing the knowledge inside this research.



## ABSTRAKSI

Arina Azkiya. 2013. *Speech Function Analysis of Teacher-Student Interaction in an Immersion Class at Virginia Tech Language and Culture Institute*. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu pendidikan, Universitas Muria Kudus. Dosen Pembimbing (i) Fitri Budi Suryani, SS, M.Pd. (ii) Agung Dwi Nurcahyo, SS, M.Pd.

Key words: Functional Grammar, Interpersonal Meaning, Mood, Speech Function.

Dalam berinteraksi, kita akan memasuki ranah hubungan antar perseorangan, memilih strategi hubungan kata seperti membujuk, meminta, menyuruh, menasehati, menyatakan, menegaskan, meragukan dan lain-lain. Grammar merupakan sumber dasar untuk mengutarakan tersebut diatas yang dinamakan speech function, dalam bentuk paling sederhana dan umum digunakan dalam sistem kalimat yang dirujuk sebagai istilah Mood.

Penelitian ini bertujuan guna menemukan tipe-tipe Mood dan speech function yang ditemukan dalam sebuah aktifitas kelas immersi di Institut Bahasa dan Budaya Virginia Tech yang diadakan bulan Nopember 2011. Dengan sistemik-Functional Grammar, data aktifitas kelas tersebut diidentifikasi untuk kemudian diklasifikasikan menjadi empat macam speech function; Pernyataan, Pertanyaan, Perintah dan Tawaran.

Jenis penelitian ini termasuk ke dalam penelitian kualitatif. Sumber data penelitian adalah rekaman audio sebuah kelas immersi dimana kalimat menjadi data analisis. Saya menggunakan beberapa langkah dalam menganalisis: (i) Merekam kelas, (ii) Mentranskrib sumber data yang telah didapat, (iii) Menganalisis elemen-elemen Mood, (iv) Menganalisis macam-macam speech function, (v) Menghitung persentase masing-masing tipe Mood dan speech function.

Penemuan penelitian menunjukkan bahwa dari 701 kalimat telah dikategorikan menjadi tipe-tipe Mood yang terdiri dari 520 deklaratif (74%), 46 polar interrogatif (7%), 42 Wh-Question (6%), 93 imperatif (13%) dan tidak ditemukan exclamatif (0%). Dengan data yang sama maka indikasi speech function dibagi menjadi empat macam yakni 520 pernyataan (74%), 88 pertanyaan (13%) and 93 perintah (13%), dan tidak ditemukan offer yang digunakan selama proses belajar mengajar di kelas (0%).

Persentase tersebut menunjukkan tiga per empat dari jumlah keseluruhan kalimat berupa pernyataan yang dibuktikan deklaratif adalah kalimat yang paling dominan. Keduanya antara guru dan peserta didik kebanyakan berbagi informasi. Penggunaan pertanyaan hampir sama dengan banyaknya penggunaan perintah. Tidak terjadi tawaran yang diucapkan oleh kedua belah pihak. Dengan memahami penelitian ini, diharapkan pembaca dapat meningkatkan kemampuan sikap berinteraksi menjadi lebih baik dengan mengimplementasikan ilmu di dalam penelitian ini.

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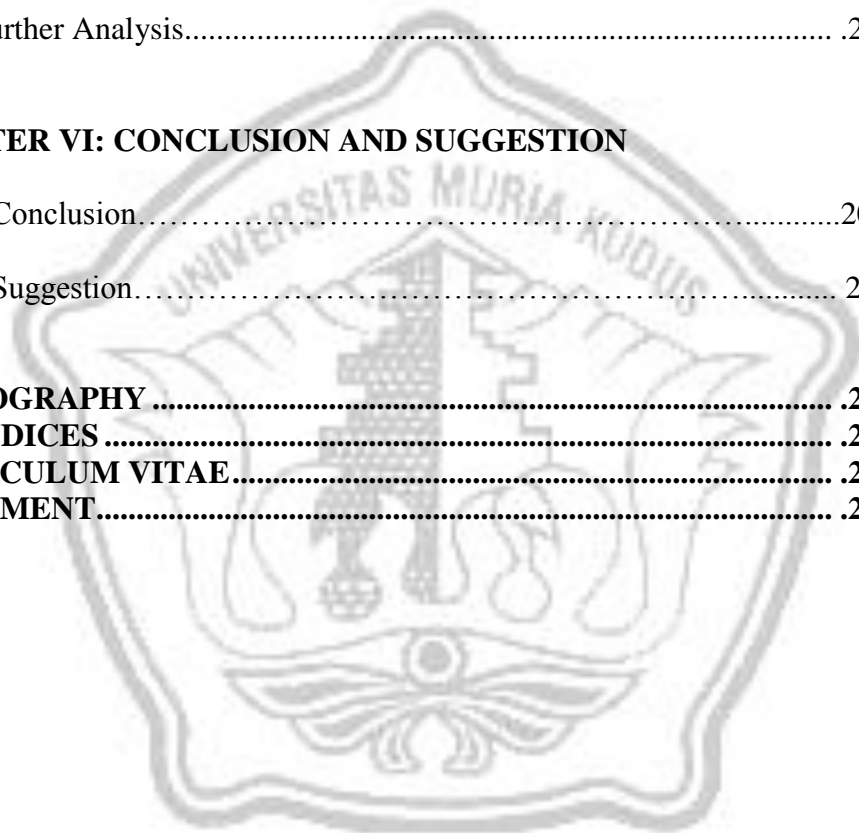
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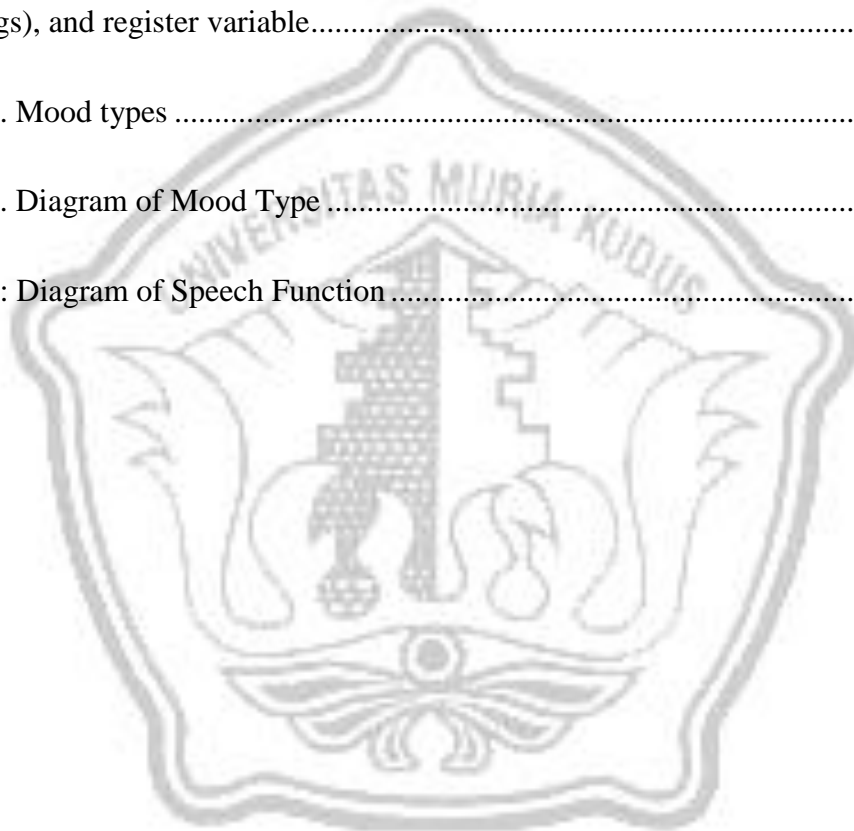
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